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ABSTRACT

This manual was prepared to help work experience coordinators, school administrators, and counselors in Alberta organize and operate a program that provides meaningful learning experiences for high school students. The manual is organized in nine chapters. The first four chapters introduce the concept of work experience programs; state the objectives of work experience education; define terms used in work experience programs; and describe the benefits of work experience education for students, schools, business and industry, and communities. In the fifth chapter, the manual suggests ways to define needs, develop policy, and set up an advisory committee, while in the sixth chapter, legislation pertaining to work experience education in Canada is outlined. The next chapter provides guidelines from the Alberta Department of Education and the Employment Standards Branch concerning work experience programs. Chapter 8 explains program organization, covering such topics as the coordinator's responsibilities, organization and paperwork, developing work stations, and planning and carrying out effective in-school instruction. The final chapter contains forms needed for a work experience education program. Appendixes to the manual contain an example of a board policy statement, frequently asked questions and answers, and tips for students. A list of recommended readings completes the document. (KC)

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WORK EXPERIENCE EDUCATION MANUAL

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Alberta

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PREFACE

Work Experience Education is a relative newcomer to the Alberta school curriculum. While some city systems had used work experience as a part of the training given occupational students for many years it wasn't until 1970 that it became part of the high school credit program.

This manual has been prepared for the use of work experience coordinators, school administrators, and counsellors to help them organize and operate a program that provides meaningful learning experiences to students.

The Department of Education appreciates the cooperation and support given to the program by the Employment Standards Branch, Department of Labour, The Alberta Teachers' Association, The Alberta School Trustees' Association, The Labour Unions, The Apprenticeship and Trade Certification Branch, Department of Manpower, and the business people in the community. The success of the program depends on the continued good will of these cooperating bodies. This manual outlines organizational patterns, procedures and regulations which have been developed through mutual agreement by the parties concerned.

CHAPTER I

INTRODUCTION

The opportunity for self-realization through education is a major goal in our society today. Ours is a dynamic and ever changing society, characterized by technical innovation and economic growth, and is subject to rapid societal changes. All of these changes are closely related to the world of work. The nature of the individual's job is the central feature of the daily life of adults in our society. Consequently, we must provide all students with knowledge and experience which will prepare them for the world of work.

The importance of choosing a career and obtaining the necessary preparation for that career has long been recognized. Thomas Carlyle stated that "it is the first of all problems for a man to find out what kind of work he is to do in this universe." Today we would have to include women in such a statement. The average high school girl can look forward to about 25 years of employment in business or industry. Boys, on the average, will work for about 40 years. Effective career guidance and sound career choices are extremely important in light of these facts.

Work experience education is a term used to describe various programs in which young people participate in work activities while still attending high school. Work experience education is exactly what the name implies, education obtained through experience in the world of work. The values of work experience are many. Students are given the opportunity to "sample" the working world and in so doing they are confronted with the reality that gives relevance to all other methods of education. Work experience education is based on the premise that worthwhile educational experiences can and do take place in a variety of environments other than the regular classroom. Frequently, on-the-job activities are far more relevant to the student's personal and career goals than the experiences provided in the classroom.

Years ago young people could observe their parents at work and perhaps even work with them. It was easy for them to observe the work in many other occupations in the community. Today students have little opportunity, particularly in the larger centers, to obtain first hand information about various occupations. Business and industry have grown so large that there is no opportunity for students to accompany their parents to their place of employment. Parents may work at a factory, office, plant, a large store or may be travelling on the road. Work experience provides opportunities for close association of students with working adults who are willing to share their knowledge and experience with them. In this way they also help to bridge the generation gap and assist students by making the transition from school to the world of work much smoother.

Through work experience the school is able to make available to students the variety of equipment and expertise that exists in the community so that the whole community becomes a laboratory in which students can experiment, explore and learn about the world into which they shortly will be thrust. All of this at no real cost to the school.

Work experience education is a program in which the school and the community combine in order to provide opportunities for students to discover their career interests and aptitudes in a real work situation.

CHAPTER II

OBJECTIVES OF WORK EXPERIENCE EDUCATION

The expectations for the work experience education program are that the students will:

a. have an opportunity to participate in meaningful work;

b. gain an understanding of the importance of developing acceptable work habits, good grooming and the need for self-discipline;

c. develop an understanding of positive attitudes for getting along with people;

d. learn about the organization of business and the relationships of employee to employers, unions and government;

e. be enabled to explore career opportunities;

f. receive assistance in making the transition from school to the world of work.

CHAPTER III

DEFINITIONS IN WORK EXPERIENCE EDUCATION

Work experience education (W.E.E.) is a broad term covering all types of programs in which students, under the supervision of the school, are involved in work activities while attending school.

1. Work Experience 15/25/35

This refers to employment undertaken as an integral part of a planned school program which is under the cooperative supervision of a teacher-coordinator and the employer. The program consists of three courses, Work Experience 15, 25 and 35. Students may obtain five high school credits in each of these three courses providing they have completed a minimum of 125 hours in each course.

The program may be a career guidance or exploratory program wherein the student may be given the opportunity to work at two or three different occupations. On the other hand, a student may spend all of his or her time with one employer working at one occupation or learning about that particular business or industry. The experience provides a basis, through observation and supervised participation, for an informed career choice.

2. Work Study

This refers to employment undertaken by a student as an integral part of an approved school course or program and which is under the cooperative supervision of a teacher-coordinator and the employer. It is assumed that, not only will the students learn vocational skills and knowledge on the job, but they will also relate these to their class studies.

Work Study is intended to provide students with entry-level competence in an occupational choice and/or to ease the transition from school training to full time employment by providing the opportunity for students to apply and test their acquired skills under actual working conditions.

There are no additional credits awarded for the work study program and, therefore, no specific time is required. An example would be a senior student in a business education program who is placed in a business office in the community for a part of the day over a period of two or three weeks.

Another example would be students in a building construction class who undertake the construction of a garage or concrete steps etc. for a private individual at an off-campus location.

Students in an automotives program may spend a part of their time working with apprentices and journeymen in local garages. Such students are already receiving credit for the courses in which they are enrolled and the time for work study is taken from the time normally spent in school on that subject.

Work study can contribute to the development of Special Education students. Close coordination and supervision by school personnel must be considered when planning work activities.

Work study can also be provided for students in Academic-Occupational programs, in which case students in their senior year may spend up to half of each school day at a particular work station for several months during which they are actually learning the trade or occupation.

Both work study and work experience are attempts to bridge the gap between the school and the world of work.

3. Work Station

An approved work station must meet the following criteria:

(i) There must be a trade, occupation or profession represented.

(ii) There must be a supervising person who is qualified in the trade or occupation so that person can give direction to and supervise the student.

(iii) The supervising person must have time to supervise and give direction to the student.

It is the responsibility of the coordinator to ensure that the work station is an acceptable one. It must be acceptable:

a. In terms of the Employment Standards Act and Canada Department of Labour Legislation;

b. to the school principal and/or coordinator in terms of its educational content;

c. to the parents of the student; and,

d. in terms of the qualifications of the student.

CHAPTER IV

THE BENEFITS OF WORK EXPERIENCE EDUCATION

A. Benefits to Students

Through work experience education programs students will be aided in making career choices, preparing themselves for careers, developing a vocational identity and making the adjustment to the world of work while still in school. More specifically, these programs help students to:

(a) learn useful skills on real jobs and under actual working conditions;

(b) develop the necessary attitudes for successful job performance;

(c) develop good work habits;

(d) develop their personality and poise;

(e) learn to assume responsibility;

(f) develop an appreciation for the dignity of honest work;

(g) learn to get along with fellow workers and employers;

(h) be aware of the relationship between production and wages;

(i) discover the relationship between education and job success;

(j) learn about business through participation;

(k) explore worthwhile jobs and careers;

(l) make the adjustment to the world of work while still in school; and,

(m) obtain employer references that will assist them to secure Summer employment and/or full-time employment upon graduating from school.

B. Benefits to the School

The school itself benefits since work experience education:

(a) makes available to the school the skills and knowledge of qualified persons outside of the school for the education and training of students;

(b) makes it possible for students to receive training and experience with equipment and facilities that are beyond the financial ability of schools to provide;

(c) provides an opportunity to relate academic education to job and career requirements;

(d) allows the school to offer a broader range of options;

(e) helps keep participating teaching staff in close touch with changes in employment conditions and trends;

(f) increases the school's ability to hold students in school for a longer period of time;

(g) provides assistance in occupational or career guidance; and

(h) enables the school to cooperate with the community at large in the education of students.

C. Benefits to Business and Industry

The work experience education program provides:

(a) a pool of potential employees;

(b) business and industry an opportunity to contribute a community service;

(c) a possible reduction of staff turnover; and

(d) business and industry with an understanding of the high school program and its relationship to the world of work.

D. Benefits to the Community

Work experience education programs:

(a) enable local students to gain the skills and knowledge needed for employment in their own community;

(b) greatly improve community-school relations as a result of cooperative effort and better understanding; and,

(c) help to reduce the number of untrained and maladjusted young people who might otherwise become a burden to the community.

CHAPTER V

DEFINING NEEDS

A. Initiating a Program in Work Experience Education

The success of a newly established work experience education program is dependent in many ways upon careful long range planning and proper attention to organizational details. Schools that make last minute

decisions to implement the program may run into the difficulties of identifying a qualified teacher-coordinator; in selecting and scheduling students; in selecting and developing work stations in the community; in developing a course of study; and in providing necessary articulation between schools in a community.

It is advisable, therefore, for a school system that anticipates the introduction of a work experience education program to start its planning a year in advance; complete the steps as outlined in this section; and identify a qualified teacher-coordinator to do the implementation.

The success of a work experience education program rests with the initial planning. The following is a recommended sequence of steps for initiating a new work experience education program in your community.

Steps in Initiating a Work Experience Education Program

1. Contact an Alberta Education consultant with responsibilities in this area.

2. Set up a needs assessment ad hoc committee.

3. Identify a qualified teacher-coordinator to facilitate the program.

4. Conduct a survey of:

   a. local, provincial and national manpower needs;

   b. local employers (see Appendix 1);

   c. professional and trade associations regarding support of the program;

   d. students and possibly parents regarding interest in the program.

   The study should reveal the jobs that are available in the community and the job interests of the students.

5. Determine, with other schools in your community, how work experience education programs will be articulated. The results will determine work station potential.

6. Determine enrollments for a program in your school.

7. If all studies indicate a positive need for the program proceed with a request to your school board to offer the program and an application for formal approval from Alberta Education to offer a Work Experience Education program in your school.

B. The Advisory Committee

An effective community advisory committee can assist greatly in the development and smooth functioning of the program. The functions of the advisory committee include:

(a) acting as liaison between the school and employers;

(b) publicizing the program in the community;

(c) assisting in locating work stations;

(d) providing a sounding board for new ideas;

(e) advising with respect to wage and hour problems;

(f) assisting in obtaining the cooperation of labour and management.

The size of the committee may depend, in part, on the size of the community, but six to ten members is a good workable size. You may be able to draw from your needs assessment ad hoc committee the persons who were most helpful to form the nucleus of your new committee. The committee should be representative of a variety of organizations which can make a worthwhile contribution to the program, such as:

(a) Chamber of Commerce;

(b) local news media persons;

(c) service clubs;

(d) business and professional organizations;

(e) labour unions;

(f) student body;

(g) parent-teacher organizations.

While the work experience coordinator should be on the committee, it is preferrable that he not be chairman. He can still help with the organizational details and secretarial functions but by being free to organize internally the advisory committee is likely to feel more responsible to its function.

C. Developing A Program Policy

Once the School Board has given its approval to proceed, with work experience education by a formal motion, it is incumbent on the administration to develop a policy which will provide both direction and consistency to the program. This is essential since the work experience education program involves so many relationships with different groups of people, such as, a variety of employers, central office personnel, principals and assistants, counsellors, teachers,

parents and students. A comprehensive well-written policy will provide those responsible with a clear set of guidelines to be followed. A clearly defined policy will help:

(a) to assure consistency in decision making;

(b) establish unity of purpose and team cooperation;

(c) clarify for all staff and students, the constraints within which they must work;

(d) to provide a means by which authority can be delegated, a most important principle of business organization;

(e) maintain the morale of the staff when they know that the policy is ethically sound and is to be strictly followed;

(f) maintain good relations with various groups involved in the program;

(g) enhance the prestige of the program in the eyes of the public.

The policy should be drafted by someone who has some familiarity with the program and should be reviewed by the advisory committee and the work experience education staff before final submission to the superintendent and the school board for approval.

No one list of policy items will fit the needs of all schools or school systems, however, the following might be considered a minimum list:

(a) philosophy and objectives;

(b) program emphasis;

(c) organization and staffing;

(d) staff qualifications;

(e) relationships of staff;

(f) publicity and public relations;

(g) responsibilities of coordinators, students and employers;

(h) student selection criteria;

(i) placement procedure;

(j) evaluation of the program.

The statement of philosophy and objectives is essential since it lays the foundation on which the program will be built. The program emphasis may vary from one school or community to another. In some, the emphasis may be purely on exploratory aspects of work experience. Some systems or schools may stress occupational training for students of low ability while others will make provisions for flexibility to accommodate the needs of all students to the best of their ability.

Organization and staffing deals with such things as the number of schools that will be involved, whether the program will be handled from a central office, or whether each school will operate individually through its own coordinator.

Selection of staff is extremely important since the coordinators are the keys to success. The ratio of students to staff and the amount of time provided for the staff to perform their duties will determine the amount and kinds of service they can provide so that these two aspects need to be considered together when establishing the policy.

Lines of responsibility, coordination and cooperation should be clearly delineated in the policy. In a small system it may simply state that the coordinator is responsible for the operation of the program and will report directly to the school principal.

Publicity is important in order to inform students of the opportunities available and the procedures to be followed in order to participate in the program. Also, it is important to let the employing community, parents and teachers know about the program.

The procedures and responsibilities for each individual or group directly connected with the program must be clearly and accurately spelled out in detail. This applies to the coordinators, students, employers and parents. The procedures must be standardized to avoid misunderstanding and confusion. These procedures involve such things as the registration of students, agreements, reports, absences, withdrawals, etc.

It may be well for a system embarking on a program for the first time to look at some of the program policies that have been developed by other systems. An example is included in Appendix I.

CHAPTER V

ACTS AND REGULATIONS PERTAINING TO WORK EXPERIENCE EDUCATION

Students enrolled in work experience education in Alberta are governed by enabling provincial acts and regulations designed to protect their interests. The work experience coordinator must become familiar with the applicable portions of these acts and regulations.

A. The School Act 1980 - Section 170

1. A board may approve work experience education programs for pupils in its schools.

2. Where a board wishes to send pupils on a work experience program, it shall obtain the approval of:

   (a) the pupil's parents;

   (b) the Minister or person designated in writing by him, and,

   (c) the Employment Standards Branch, Alberta Labour.

3. A pupil attending a work experience program shall receive credit for attendance at school for time he spends in the program. (RSA 1970 C 329 S 161)

Note: Subsection (1) above is the reason we require the signature of an authorized representative of the school board on the application form before it can be processed.

B. The Employment Standards Act and Regulations

Exemption Regulation:

3.(1) Minimum Wage Exemptions

Regulations under section 31 of the Act do not apply to an Employee who is

(h) a student engaged

(ii) in a work experience program approved by the Minister of Education, or an individual designated by him under section 170 of The School Act and by the Director, Employment Standards Branch.

Note: In essence, the above O.C. exempts employers from paying the minimum wage to students enrolled in a work experience program that has been approved by the Director, the Employment Standards Branch, Department of Labour and by the Department of Education.

C. The Employment Standards Act

Adolescents and Young Persons Employment Regulation:

1. In this regulation

   (a) "adolescent" means an individual 12 years old or older but under 15 years old;

2. (1) Subject to this section, an adolescent may be employed as

(a) delivery person of small wares for a retail store;

(b) clerk or messenger in an office;

(c) clerk in a retail store, or

(d) delivery person for the distribution of newspaper, fliers or hand bills,

if that employment is not or is not likely to be injurious to the life, health, education or welfare of the adolescent.

(2) No employer shall employ an adolescent unless a parent or guardian of the adolescent gives the prospective employer written consent to the employment.

(3) No employer shall employ an adolescent in any employment

(a) for longer than two hours on a day during which the adolescent is required to attend school.

Note: *The Employment Standards Branch of the Department of Labour has modified the application of the above Regulations as they apply to students registered in approved Work Experience programs as follows:*

1. *They have approved the participation of 14 year old students across the board in Work Experience programs. This means that a work station which is considered suitable in the regular Work Experience program as it affects students over 15 years of age will now apply to 14 year olds as well.*

2. *The work stations that can be approved by Alberta Education under the existing regulations for 12 to 14 year old students include the following general areas:*

(a) *office and clerical work (delivery, filing, duplicating, telephone, receptionist, messenger);*

(b) *cashiering and selling;*

(c) *price marking, tagging, assembling orders, packing, shelving, rotating stock, receiving goods, arranging displays;*

(d) *bagging and delivery of merchandise; and,*

(e) *librarians helper.*

3. *"Notwithstanding Section 1 (4) of the Order in Council, the Board has directed that no adolescent may participate under the work experience program for longer than four hours on any day in which he/she is required to attend school."*

D. The Workers' Compensation Act, 1981

Persons considered to be employed by the Government of Alberta.

7. (1)(e) Students registered in a secondary school, while attending and participating in a work experience program or the practical exprience part of a work-related program, including courses in industrial education and home economics, if the program has been designated as such by the secondary school and approved by the Board.

Note: In effect, the above excerpts from The Worker's Compensation Act means that students employed under an approved secondary school work experience program are considered to be employees of the Government of Alberta for the purposes of this Act. This means that these students have the protection and are eligible for the benefits provided under the Act in the event they are injured. It also means that in the event of an accident to a student the employer, or the firm where the student was working when injured, is not assessed for the accident since the student is an employee of the Government.

Accident reports for students should be routed from the employer at the work station through the school principal to the Department of Education. The Department of Education verifies the fact that the school has been approved to offer a work experience program and that the work station concerned is listed on the approved application. The Department's account number and code number are inserted on the report, following which it is forwarded to The Worker's Compensation Board.

E. Federal Government Labour Legislation

The minimum age for persons employed by firms that fall under Federal Government Labour Legislation is the school leaving age of the Province which for Alberta is 16 years. These include the following:

(a) all banking institutions;

(b) all interprovincial transportation companies, e.g. railways, airlines, trucking firms;

(c) all communication industries, e.g. radio, television, telecommunication;

(d) R.C.M.P. and the military

(e) post offices;

(f) federal government departments;

(g) grain handling companies.

F. Insurance

The Department of Education assumes responsibility to cover all bona fide students registered in Work Experience Education programs for Workers' Compensation. This will provide compensation for personal harm due to an accident that may befall the student during the time that he is at the work station. However, any insurance coverage deemed desirable must be obtained by the student, the school board, or the employer. Insurance coverage for students travelling to and from the work station is the same as is normally in force for students going to and from school. It is recommended that students involved in work experience consider purchasing student accident insurance.

CHAPTER VII

GUIDELINES

A. Department of Education Guidelines

1. The school board must first approve the program.

2. Application for approval of each school's program must be made annually.

3. The application must be approved by a designated representative of Alberta Education.

4. At least one teacher-coordinator must be appointed in each school or school jurisdiction.

5. The school must provide an in-class portion of time for job orientation and culmination as a required part of the course.

6. The school must have a systematic evaluation program.

7. The working hours are restricted between 7:00 a.m. and 6:00 p.m. on regular school days. The exemption from the minimum wage by the Employment Standards Branch, Alberta Labour, and Workers' Compensation coverage by Alberta Education will apply only during those hours.

8. The school must have parent or guardian approval in writing before a student under age of majority can participate in the program.

9. There must be a written agreement between the student and the employer which must be signed by both parties, and by the parent or guardian and an authorized representative of the school board.

10. Students should be placed in service, industrial or commercial type jobs outside of the school. In-school work experience, although not recommended, should be limited to work in a different school than the one which the students are attending and preferably at a lower grade level.

11. Work experience programs are normally associated with a "young person" which, under the Employment Standards Act, means a person over 15, but under 18 years of age. The large majority of these students will be in the high school. There are, however, junior high school students in academic-occupational and Educational Opportunities Fund (EOF) programs who are not earning high school credits, but who are old enough to work. Students must be 14 years or over in order to participate in work experience or work study programs, unless they are in those occupations listed in the Employment Standards Act as acceptable for adolescents.

12. One of the conditions for annual program approval by Alberta Education is that the school system will make an annual evaluation of the program which may be in the form of a written report to the school board and a copy submitted to Alberta Education. The report should give the enrollment figures for Work Experience courses and for Work Study, the proportions of boys and girls, problems encountered and methods used to deal with them, new innovations introduced, feedback received from business, industry, parents, students, teachers and the community. You may wish to evaluate your own program in terms of the objectives for Work Experience Education in order to determine the extent to which you succeeded in achieving them. You could list those areas where you felt there was a weakness and indicate the steps you would propose to improve the program for next year. Finally, any recommendations to the department for improving the program for the Province, based on your experience, would be appreciated.

13. It is recommended that the administrators of the schools issue a letter or card to each student working in an apprenticeable trade, indicating that the student is enrolled in an authorized work experience education program. This is desirable in case the student's presence on the job site is questioned by apprenticeship supervisors or by the inspectors of various branches of the General Safety Service Division of the Department of Labour.

B. Employment Standards Branch Guidelines

The primary concern of the Employment Standards Branch, Alberta Labour, in granting any extemption from the minimum wage is that regular (part-time or full-time) employees should not be replaced.

1. To this end, a ratio of work experience students to regular staff of the employer has been established which must not be exceeded. The ratio is:

   (a) one student ..... up to 5 regular employees

   (b) two students ..... 6 to 10 regular employees

   (c) three students ..... 11 to 15 regular employees

   (d) four students ..... 16 to 20 regular employees

   (e) five students ..... 21 to 25 regular employees

   (f) Where the employer's work force exceeds 25 employees the number of students should not exceed 15% of the regular employees.

   Adherence to this ratio will ensure that employers will not rely on work experience students for labour input, but will only benefit from their services to the extent that a student works while learning. Employers should obviously be made aware that the purpose of the program is not to supply "cheap labour." The maintenance of the ratio is the only way, short of an examination of each work station, that the Branch can satisfy itself that employee displacement does not occur. Teacher-coordinators accept this responsibility when placing students, and programs are approved on behalf of the Branch on the understanding that teachers-coordinators will provide the necessary education of employers and supervision of the work experience.

2. The above ratio is to be applied to each work unit within a place of business.

   For example, the total number of students placed in a welding shop should be applied to the number of regular employees actually working in the shop (as opposed to clerical or sales employees of the firm). Similarly, the number of persons working in the cafeteria of a school may not exceed the appropriate ratio of regular employees who work in the cafeteria.

3. The person designated as the supervisor of the student at the work station must be qualified in the trade or occupation that the student is exploring.

4. The Branch considers that hours of work should be restricted to daytime hours to coordinate the experience as a school activity. The Branch's approval of a program, therefore, applies between the hours of 7:00 a.m. and 6:00 p.m. only.

CHAPTER VIII

PROGRAM ORGANIZATION

A. The Work Experience Education Coordinator

The teacher-coordinator is the key person in the work experience education program. To a large extent this person is responsible for its success or failure. He or she must be concerned with all aspects of the program conducted within the school as well as the liaison of the activities between the school and the employers. This person must understand students and enjoy working with them. In addition, this person should possess administrative skills, be adept in counselling and supervising as well as in teaching. He or she should be capable of maintaining good relationships with employers in various fields and be able to work with educational and industrial leaders in order to gain their support and cooperation. Above all, this person must possess the ability to adapt to a variety of changing roles and situations. It would be advantageous if the person selected had:

(a) work experience in business or industry, and

(b) courses in the practical arts, guidance and psychology.

B. Responsibilities of the Work Experience Program Coordinator

The assignment of an adequate number of carefully selected individuals as coordinators is the key to success in work experience education. No matter what the size of the school system there must be at least one person responsible for the program. In a larger city system a director, or work experience administrator may be appointed with offices and staff centrally located. The coordinators within individual schools generally work under the direct supervision and authority of the principal and are also subordinate to the director. The director is responsible for the overall leadership of the program. The purpose of central leadership in large systems is to coordinate the activities, maintain consistency in policy, prevent duplication of effort and conflict. A simple example of possible duplication and conflict would be in canvassing for work stations if each school ran its own program.

In school divisions and counties the person responsible will likely be located within the high school and will work directly with the school principal.

In rural high schools the work experience coordinator must carry out most of the duties that are handled by the director in a large school system as well as the duties of the coordinator. These include:

(a) preparing all the necessary paperwork required for smooth organization and operation of the program;

(b) conducting public relations activities aimed at the students, parents, teachers, employers and the community;

(c) advising all parties concerned of the legal implications related to the program;

(d) planning and conducting related in-school sessions on orientation, instruction, discussions and follow-up;

(e) consulting with students concerning career goals;

(f) initiating and maintaining work stations;

(g) referring students to employers for assignment in the work experience stations;

(h) supervising students at the work stations;

(i) conferring with employers, parents, counsellors and teachers;

(j) evaluating students in consultation with the employers;

(k) evaluating work stations;

(l) working closely with guidance counsellors and teachers;

(m) preparing an annual evaluation and report for the Alberta Education and the school board;

(n) advisory committee responsibilities.

C. Organization and Paperwork

Teacher-coordinators prefer to work directly with students and employers rather than become involved in a lot of paperwork. Nevertheless, with an efficient management system and the use of appropriate forms designed to facilitate the operation of the program, many of the functions that occupy the teacher-coordinator's time could be handled by clerical staff. A simple, efficient system of paper flow can result in a considerable saving of the teacher-coordinator's time and eliminate many problems that would otherwise result. The number of forms should be kept to a minimum and revised from time to time to ensure their usefulness.

In Chapter IX you will find a variety of forms that have been designed for a particular purpose by various schools and school systems. Feel free to adopt these, or modify them in any way you wish to suit the needs of your program.

Some of the evaluation forms are more detailed than others. There is a place for both, depending on the particular situation. Employers are busy people; their time is valuable, and to ask them to fill out a long, detailed evaluation form for a student who has been employed by them for just a very short period is a real imposition. A brief check list will normally suffice. On the other hand, for students who have worked for one employer for a considerable length of time, a longer evaluation form is more valuable and is justified. Use your best judgement in such matters.

D. Developing Work Stations

The teacher-coordinator must take advantage of every means and opportunity to locate suitable work stations. A good place to start is with members of the ad hoc committee and the advisory committee. Most stations will be located through direct contact by the teacher-coordinator. In doing so, the teacher-coordinator should first learn the name of the manager, or personnel director and ask for him by name. The teacher-coordinator should give an explanation of the purpose of the program stating that the prime reason for the placement is to provide a learning situation for the student. At the same time the benefits to the employer should be indicated as well (these are outlined in Chapter IV).

In evaluating a work station to determine whether it is going to be a suitable learning environment for students, it is most important to know the attitude of the employer. The employer must have a clear understanding of the objectives of work experience education. Other factors to be considered are:

(a) the employer's reputation in the community;

(b) the attitudes of the employees in that firm toward their work and toward students;

(c) employer-employee relationships;

(d) location of the work station in respect to the school (is it convenient?);

(e) is there sufficient knowledge and skills to be attained so that it is a real challenge to the student's career interests and abilities?

(f) are the working conditions such that they will not endanger the health, welfare or morals of the student?

(g) Is the employer prepared to maintain accurate records of the student's performance on the job?

Prospective employers need to be thoroughly briefed before employment interviews. They need to be familiar with the nature of the program, what they might expect in terms of the student's qualifications (any previous training or experience), the hours of work and their responsibilities for training, agreement forms, workers' compensation and minimum wage regulations, etc. This kind of information for employers, should be provided in printed form so that it can be left with the employer following the interview.

Coordinators should also provide the prospective employers with a form so that the employers can indicate the kinds of activities, or learning experiences that they can provide for students as well as those activities that the student may observe, but not otherwise experience. The employer might also indicate the kinds of occupations represented in a larger firm and the number of work stations that would be available. This information is not only valuable for the coordinator in determining whether the work stations are satisfactory, but also provides a check list for evaluation of the work station, when visiting the station to observe the student in action. (See p. 42 for a work station description form.)

E. Planning and Carrying-Out Effective In-School Instruction

Students need to be informed regarding the importance of the goals and the potential benefits of Work Experience Education. Formalization of role expectancies and of reporting methods, have a direct effect on program outcomes. All the participants will benefit from formal sessions that deal with these aspects of work experience education.

In-school instruction, an essential part of work experience education, should facilitate the development of capabilities the students need to enter, adjust and advance in a satisfying career.

If student workers are to be occupationally competent and therefore employable, they will need:

1. General occupational competencies: These are the skills, concepts and attitudes needed by ALL workers regardless of their occupations. Examples of topics in this category are, how-to-get-a-job information, employer-employee relations, labour laws, labour management relations and job safety.

2. Specific occupational competencies: These include those skills, concepts and attitudes essential to a broad occupational grouping or family of occupations. For example, merchandising and sales principles are applicable to most marketing occupations, while typing is common to a wide range of office occupations and blue print reading skills are common to the mechanical and construction trades.

3. Specific job competencies: These include those skills, concepts and attitudes which are highly specialized and relate directly to a single job classification such as a welder of stainless steel, a shoe salesman, or a stenographer.

The Alberta Work Experience Education program has two components. Work Experience is an exploratory program and Work Study is an extension of an approved school course. The general occupational competencies described in 1. above are required by Work Experience and Work Study students, a great deal of which can be taught by in-school instruction. The specific occupational and specific job competencies described in 2. and 3. above should be part of the approved course or in-school program for students in Work Study.

The following is a list of suggested topics for in-school instruction that relate to the general occupational competencies.

1. Understanding the objectives of work experience, benefits, procedures and the responsibilities of all parties.

2. Future prospects related to the occupation-training needs, knowledge of working conditions, transferability of skills and knowledge, and opportunities for advancement.

3. How to get and hold a job:

   (a) employers expectations, regarding, dress and grooming, punctuality, responsibility, honesty, personality, cooperation and industry;
   (b) students personal inventory-interests, aptitudes, resume preparation.
   (c) job search techniques-newspapers, Canada Manpower, yellow pages, letters of reference, referrals application and the interview.

4. Government agencies involved with employment

   (a) Social Insurance cards
   (b) Unemployment Insurance
   (c) Workers' Compensation
   (d) Employment Standards Act and Regulations
   (e) Canada Pension Plan
   (f) Income Tax - T4 slips and deductions

5. Trade unions.

6. Employer-employee relations.

7. Co-worker relationships.

8. Money management problems of the worker.

9. Safety-attitude and rules.

10. Communication skills, oral and written and telephone skills.

The methods of presentation for the in-school instruction topics listed will vary depending on the individual teacher-coordinator's time, number of students, facilities and equipment available, and the students' timetables. The methods will include illustrated lectures, group discussions, meetings with individual students, handouts, assignments and reports.

CHAPTER IX

FORMS

Information Concerning the "Application for Approval of Work Experience Program"

1. Application must be made annually for each school that wishes to offer the program. Application forms are obtainable from the Consultant for Industrial Education, Alberta Education.

2. The "Application for Approval of Work Experience Program" must first be signed by an authorized representative of the school board indicating the board's approval of the program as outlined and agreement with the conditions stated in the application, following which the application must be approved by a representative of the Department of Education. The Board of Industrial Relations and the Apprenticeship Branch have approved the placement of students in work stations subject to their guidelines. Copies of the approved applications are forwarded to their offices by Alberta Education.

3. No students are to be placed in work stations until the school has received approval of their applications for the current year.

4. It is recommended that the initial applications for the new school year be submitted well prior to the opening date of classes so that there will be very little delay in placing students at work stations.

5. On receipt of the approved applications the school coordinator may place the students in the work stations providing he has obtained parental consent for each student and has completed a student-employer agreement. This agreement when signed by the student, the parent or guardian (if under the age of majority), the employer and the school representative, should be filed in the school office. All parties to the agreement should receive a copy.

6. Only the work stations listed on the "Application for Approval of Work Experience Program" are approved along with the numbers of students in the student-employee ratios indicated. Should the school wish to add to the list of students and/or work stations, they must make application in the same manner as they did for the original application.

7. A copy of the form to be used by the school board in making application to offer a work experience program is shown on the following two pages.

APPLICATION FOR APPROVAL OF WORK EXPERIENCE PROGRAM

19__ to 19__

School _____ Date _____

Address _____ School Code _____

_____ Postal Code _____ Phone No. _____

Work Experience Coordinator _____ Phone No. _____

1. Description of Work Experience Education Stations:

Name of Business or Firm	Type of Work Student is Doing	No. of Employees Presently Employed	Students' Supervisor in Business	No. of Work Stations Approved

2. It is understood by the school/county board and the Employer that students registered in the Work Experience/Study program

   a) will not replace regular employees;

   b) will be protected by the Workers' Compensation Act upon acceptance of this application by the authority named in item 4, and that

   c) students who work days or hours before or after the hours as specified for the Work Experience program:

      (I) are not covered for Workers' Compensation by the Department of Education, and

      (II) shall be paid at a rate not less than the applicable minimum wage.

3. The school board or county of _____ attests that parental or guardian approval will be obtained on the student's behalf and that a student employer contract will be signed by both parties and the parents of under-age students, and that this contract will be on file at the school attended by the student, before the student is placed at the work station.

   Date ..... Signed _____

   Representative of the School Board or County

4. On the basis of the information provided in this application, approval is hereby granted to the school district or county named above to proceed with the program as outlined herein.

   Date .....

   _____

   Alberta Education

_____
(Name of School District)

WORK EXPERIENCE
ACCIDENT REPORT FORM

(Suggested form for local jurisdictional use and record)

School _____ Date: _____

Student's Name: _____ Is student covered by Accident Insurance? Yes ____ No ____

Parent's Name: _____

Address: _____

Class: _____ Date and time of accident: _____

Place where accident happened: _____

Company Official: _____

Particulars: (Nature and cause of accident) _____

_____

_____

First Aid given by: _____

Attending Physician: _____

Name of Hospital or Medical Centre: _____

Report of Medical Officers or Nurse: _____

_____

_____

....
Coordinator Report Prepared By

....
Principal Nurse

Note: Prepare in Triplicate: 1 Copy for the School
2 Copies to the Board Office

PARENT CONSENT FOR WORK EXPERIENCE

(To be retained by schools)

(Suggested Form)

Name of Parent _____ Phone _____

Address _____ Student _____

Name of School _____

I hereby consent to the above-named student being placed in an employment situation for the purpose of work experience in the school year _____.

I understand that:

1. There may be no remuneration.
2. Time and place of work experience will be determined by an authorized member of the Calgary Board of Education teaching staff.
3. Work and examinations missed in other classes must be completed.
4. The student will be expected to:
   (a) be prompt and regular in attendance at work;
   (b) conform to company rules and regulations;
   (c) accept direction and assignments from authorized supervising personnel.
5. Students may be withdrawn from a station at the request of the employer by notice to the Supervisor of Work Experience.

Signature ..... *Date* .....

Calgary Board of Education

AGREEMENT FOR WORK EXPERIENCE EDUCATION PROGRAM

Program

Work Experience Education is a program which is expected to broaden the student's knowledge and provide an opportunity for the individual to develop and practise skills in a real working environment.

Some expectations for the course are that the individual will:

(a) have an opportunity to participate in meaningful work;

(b) gain an understanding of the importance of developing acceptable work habits, good grooming and need for self-discipline;

(c) develop an understanding of positive attitudes for getting along with people;

(d) learn about the organization of business and the relationships of employee to employer, unions, and government through direct contact with these agencies.

Please check appropriate course designation:

Work Experience 15: ___ Work Exp. 25: ___ Work Exp. 35: ___ Work Study ___

School Jurisdiction: _____

Parties to the Agreement

_____ / _____ / _____

Name of Student Worker | Address of Student | Phone Number

Student's Job Title: _____

_____ / _____ / _____ / _____

Name of Supervising Officer | Position | Address | Phone No.

_____ / _____ / _____

Name of Employer | Address of Employer | Phone Number

_____ / _____ / _____

Name of Parent or Guardian | Address | Phone Number

The Board of Trustees/School Committee of the _____

1.	EMPLOYMENT	The student worker agrees to enter the employ of the employer and the employer agrees to employ and supervise the student worker.
2.	DUTIES	The student worker agrees to perform for the employer the duties included in the job description as determined by the employer.
3.	REPORT FORMS, VISITS	The board shall keep the employer supplied with forms for reports by the employer to the board concerning the work and conduct of the student worker. The board reserves the right to visit the student worker to assist in the educational aspects of the program.
4.	WORKERS' COMPENSATION	The parties are aware of The Workers' Compensation Act (1981) concerning the aforesaid employment.
5.	INDEMNITY	In consideration of the board having arranged for the work experience herein described, the undersigned parent or guardian agrees, and if more than one execute this agreement, they agree jointly and severally with the board to save harmless and indemnify the board with respect to any expense, costs or liability arising out of any damage or injury occurring or alleged to occur in or in connection with the aforesaid employment and with respect to any damage or other claim.
6.	TERMINATION	Any party to this agreement may terminate it by giving notice of termination by registered mail to the other parties at the addresses shown in the agreement.
7.	OTHER EMPLOYEES	The student worker will not replace any regular or casual employees of the employer.
8.	INSURANCE	The board maintains insurance with respect to its liability and that of the student workers under this program. The employer has the right to inspect the policy of insurance from time to time in effect.

9. EFFECTIVE PERIOD AND HOURS

This agreement shall, unless otherwise terminated, be effective from _____, 19__ until _____, 19__. Working hours shall be from _____ to _____.

10. REMUNERATION

Remuneration for work experience time shall be at the rate of $_____ per hour.

11. EMPLOYMENT OUTSIDE OF THE PROGRAM

In the event the student shall be employed by the employer outside of the scope of this agreement, the employer and the employee are subject to The Alberta Labour Act, the regulations and orders thereunder.

_____
Signature of the Employer

The Board of Trustees/School Committee of the _____

_____ per _____
Signature of the Student Worker

_____
Signature of Parent or Guardian

DATED AT _____, Alberta

_____, 19 ___.

Distribution of completed agreement: *original retained by employer*
one copy for the student
one copy for the school

AGREEMENT FOR ON-SITE CONSTRUCTION/REPAIR PROJECTS

(Work Study)

Agreement made _____ between
(date)
_____ of _____, Alberta
and
_____ of _____, Alberta

herein called the "Owner(s)" and the Board of Trustees of the School District who and whose employees, agents and representatives are herein called the "Board."

1. In consideration of the Owner(s) providing a site and the necessary materials, paying the Board $_____ and agreeing to make no claim against the Board for damages either directly or by third party proceedings, the Board agrees, without charge, and to the extent that in the Board's opinion circumstances permit to ask students to build, construct, or install under the supervision of instructors in the employ of the Board according to plans and specification (whether formal or informal) agreed upon between the parties, the following:

   (Brief description of project): _____

   _____

   _____

   Address of Project: _____, Alberta.

2. The Board agrees to pay the aforesaid $_____ to its insurer(s) with a request for inclusion of the Owner(s) an (as) insured(s) with respect to the said project under the Board's liability insurance.

FOR THE BOARD:

_____

_____

_____

THE OWNER(S): (If not signed by each owner the following signature(s) is (are) for all Owners jointly and severally)

_____

_____

Edmonton Roman Catholic Separate School District #7

WORK EXPERIENCE TIME SHEET

For _____
(Student's Name)

Month of _____ School Year _____

At _____
(Company Name)

MONDAY:

T.I. _____ Stu. _____
T.O. _____ Emp. _____

TUESDAY:

T.I. _____ Stu. _____
T.O. _____ Emp. _____

WEDNESDAY:

T.I. _____ Stu. _____
T.O. _____ Emp. _____

THURSDAY:

T.I. _____ Stu. _____
T.O. _____ Emp. _____

FRIDAY:

T.I. _____ Stu. _____
T.O. _____ Emp. _____

T.I. is the time the student started work.

T.O. is the time the student left work.

Stu. is the student's initials and these sheets are to be signed DAILY.

Emp. is the employer's initials. These sheets should be signed DAILY.

Note: *If these sheets are not filled in and returned it may result in a loss of credits for the student.*

WORK EXPERIENCE EDUCATION

WEEKLY TRAINING REPORT

Student's Name _____ Work Station _____

Student's Supervisor _____ Total Hours Worked _____ Date _____

Teacher-Coordinator _____

	Date	Hours on Job	Brief Description of Your Duties
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

MONTHLY REPORT OF THE TEACHER COORDINATOR'S ACTIVITIES

(Month) (Year)

(Teacher-Coordinator's Signature)

School _____ No. of Students Enrol. ____ Mileage ____

Date	Location of Visit or Contact	Purpose			Method			Time			Code	Other Activities
		Find Work Stations	Check Progress	Other	In Person	Telephone	Letter	Visit	Travel	Mileage	* See Below	

* Codes:
1. Coordinating Reports
2. Public Relations
3. Administrative Contact
4. Visit to Parents
5. Orientation Programs
6. Guidance
7. Management Problems
8. Other

WORK EXPERIENCE/STUDY SUPERVISION REPORT

Date _____

Student's Name _____

Program: Work Experience 15 ____, Work Exp. 25 ____, Work Exp. 35 ____,
Work Study ____

Company Name _____

Address _____

(a) Is the student replacing a regular employee? Yes No (Circle One)

(b) Are safety regulations and precautions observed? Yes No (Circle One)

(c) Assess the work station under the following areas of concern using the following rating scale:

5. Outstanding 4. Very Good 3. Average 2. Fair 1. Unsatisfactory

Quality of experience provided (appropriateness, variety, etc.)	
Acceptance of student on the job	
Quality of supervision given the student	
Employer's understanding of the objectives of W.E.E.	
Student's adjustment to the job situation	
Student's appearance on the job	

Name of Work Station Contact _____

Was the student observed during the visit? Yes _____ No _____

Student's Absences to Date: _____

Additional Comments: _____

_____

_____
Coordinator's Signature

TEACHER RECOMMENDATION

Dear Fellow Teacher:

_____ has applied for enrollment in Work Experience courses. As you know, many factors other than grades must be considered in order to select deserving, sincere, capable young people who can best benefit by the education these courses can offer. Having previously taught this student, you are in a position to assist me in making a sound decision in this case.

Please circle the word following each characteristic that best describes the above-named student and return the completed form to me at your earliest convenience.

1. Ability to Learn . . . . . quick, fair, slow
2. Capacity for Work . . . . . unusual, industrious, average, poor
3. Judgement . . . . . uncanny, sound, average, poor
4. Initiative . . . . . exceptional, high, fair, none
5. Appearance . . . . . very neat, neat, careless, slovenly
6. Leadership Quality . . . . . outstanding, noticeable, low
7. Desire to Make Good . . . . . pronounced, high, average, low
8. Ability to Take Orders . . . . . outstanding, high, average, low
9. Reliable . . . . . very, ordinarily, unreliable
10. Perseverance . . . . . unlimited, ample, moderate, weak
11. General Conduct . . . . . courteous, discourteous, rude
12. Accepts Criticism . . . . . readily, indifferently, reluctantly
13. Ability to Get Along With Others . . very good, fairly good, poor
14. Would you want this person to work for you? Yes _____ No _____

Remarks: _____

_____

Return to: _____ Signed _____
Teacher-Coordinator Teacher

WORK EXPERIENCE EDUCATION PROGRAM

STUDENT APPLICATION FORM

19__ to 19__

Date _____ School _____ Teacher-Coordinator _____

_____ / _____ / _____ / _____

(Surname) (First Name) (Initial) (Res. Phone)

_____ / _____ / _____

(Address) (Postal Code) (Grade)

Date of Birth ___/___/___ (Day) (Mo.) (Yr.); Height _____; Weight _____; ___/___/___ (Soc. Ins. No.)

1. Check work experience program desired:
   - Work Study _____
   - Work Experience 15 _____
   - Work Experience 25 _____
   - Work Experience 35 _____

2. What is your reason for taking Work Experience Education? _____

   _____

3. Job preference for work experience: _____

   Have you taken any courses relative to this preference? If so, please list:

   _____

4. List school subjects you find most interesting. _____

   _____

5. List subjects in which you have achieved your best marks. _____

   _____

6. Do you have any special skills or experience which may be useful in placing you in a job station? _____

   _____

   _____

Business Students: Please indicate level of skill:

Typing _____ wpm ____; Shorthand _____ wpm ____; Accounting

Grades _____; English courses taken in high school: _____

_____; Math Courses: _____

Career Exploration Students: Please list all senior courses you are taking or have completed: _____

_____

7. Do you enjoy working alone, or would you prefer working with others?

_____

8. Previous work experience (any job for which you have received pay. Give type of work, name of employer, length of time employed).

1. _____

2. _____

3. _____

4. Present Employer: _____

Days and times of employment: _____

List clubs or organizations to which you belong: _____

_____

9. Volunteer Work: _____

_____

10. What are your recreational activities and hobbies? _____

_____

11. Why do you think you would be a good employee for any company to hire?

_____

_____

_____

_____

12. What are your plans after you complete high school? _____

_____

_____

13. Personal or business references:

Name: _____

Address: _____

Phone: _____

Name: _____

Address: _____

Phone: _____

Signature: _____

EXAMPLE OF A SUPERVISION REPORT

(CALGARY BOARD OF EDUCATION)

WORK EXPERIENCE EDUCATION

SUPERVISION REPORT

(To be completed by visiting teacher. Confidential report.)

DATE: _____

Company: _____ Reporting Teacher: _____

Department: _____ Name of Student: _____

Address: _____ School: _____

Student's Supervisor: _____ Program (check appropriate program):

Position: _____ W.E. 15___ W.E. 25___ W.E. 35___ W.S.___

Phone: _____ Related Course: _____

AREA I: TASKS

What are the student's assigned responsibilities?

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

Is the employer able to assign a variety of meaningful tasks? YES ___ NO ___

Are these consistent with what might be expected of a beginning employee in this job situation? YES ___ NO ___

What problems, if any, exist with respect to job assignments?

_____

Are the assignments consistent with the student's ability and training? YES ___ NO ___

AREA II: HUMAN RELATIONS

Does the student understand his own position as a beginning employee? YES ___ NO ___

Is the job consistent with his expectations? YES ___ NO ___

Does the student feel comfortable in the working social situation? YES ___ NO ___

Are other employees willing to accept him as a beginning employee? YES ___ NO ___

AREA III: INSTRUCTION

Was the student given an adequate orientation to the job situation by the supervisor? YES ___ NO ___

Is the student receiving continuing instruction from the supervisor? YES ___ NO ___

Was the supervising employee briefed concerning his own role in the student's work experience program? YES ___ NO ___

Does he understand the objectives of the program? YES ___ NO ___

Did you clarify objectives if necessary? YES ___ NO ___

Does the employer appear interested in furthering the student's knowledge of the world of work and in assisting the student to apply the skills and knowledge he has acquired in his school program? YES ___ NO ___

AREA IV: SAFETY

Does the student work in an area requiring special safety precautions? YES ___ NO ___

Is the student provided with necessary safety equipment? YES ___ NO ___

Does the student know what to do and to whom he should report in case of an accident, however minor? YES ___ NO ___

COMMENTS: _____

_____

AREA V: STUDENT COMPETENCY

Are the student's work habits satisfactory? YES ___ NO ___

Is the student's personal appearance consistent with the standard of the other staff employed in this area? YES ___ NO ___

What are the student's strengths? _____

_____

What weaknesses could be overcome by assistance at the school level, or in cooperation with the employer? _____

_____

AREA VI: STATION RECOMMENDATION

Do you recommend this station for continuing use? YES ___ NO ___

ADDITIONAL COMMENTS: _____

_____

EXAMPLE OF A WORK STATION JOB DESCRIPTION

(SOUTH CENTRAL HIGH SCHOOL [OYEN])

WORK STATION JOB DESCRIPTION

Name of Work Station: _____

Address (P.O. Box No. and/or Street No.) _____

Person or persons supervising and/or evaluating work experience students:

1. _____ 3. _____

2. _____ 4. _____

A. List of tasks and/or duties to be performed at this work station by work experience students:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

B. Skills expected to have been mastered by student at completion of 125 hour program:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____

_____
(Signature)

APPENDIX 1

EXAMPLE OF A BOARD POLICY STATEMENT

(ACADIA SCHOOL DIVISION BOARD POLICY)

RE: WORK EXPERIENCE PROGRAM

The Work Experience program involves the placing of students in employment, either, during a semester or a ten-month term, for a minimum of 125 hours at a work station. For registration purposes, the program is designated as Work Experience 15, 25 and 35, each for 5 credits.

Application for approval of a school work experience program shall be made on the appropriate Department of Education "Application for Approval of Work Experience Program" form. A standard divisional "School Work Experience Program Agreement" shall be completed in triplicate with a copy going to the employer, respective parent and school.

Operation of Work Experience Program

1. A specific time allotment shall be designated on the school timetable for a school work experience coordinator. The coordinator and his assistant(s) shall be responsible for regular supervision of work experience students.

2. Students shall, as far as is possible, be placed in employment of their own choosing.

3. Placement of a student with a prospective employer shall be confirmed by the coordinator. Employer/student interviews shall be arranged if requested.

4. (a) The work experience coordinator shall arrange to hold an organizational meeting with prospective work experience students at the beginning of a semester or school term for purposes of orientation.

   (b) An information bulletin shall be issued to every work experience student, employer and respective parent, and published in the local newspaper.

   (c) Meetings between all work experience students and the coordinator shall be held at regular intervals for re-orientation and continuous student feedback.

5. (a) Minimum employment time requirements of 125 hours shall be meticulously adhered to. An attendance record for each work experience student shall be kept by the respective employer on a standard work experience time sheet provided by the school.

5. (b) Where a student is unable to complete the required time during the regular school day, additional time out of school shall be expended by the student at his or her work station subject to time restrictions. (Reference: Bulletin 11, High School Inspectors of Industrial Education, Department of Education, July 1973). Students bussed at the school arrange for their own transportation in this case.

   (c) The work experience coordinator shall collect the monthly student time sheets, and a list of completed work hours shall be made available to students and employers.

   (d) Student work hour sheets shall be mailed to the parents periodically, particularly where the student is below minimum time requirements as established monthly by the coordinator.

6. Students shall not be placed in employment with near relatives. Near relatives shall include parents or guardians, brothers or sisters, uncles or aunts, grandparents and first cousins.

7. A standard evaluation procedure involving the student, employer and coordinator shall be mandatory. The employer shall evaluate the student in consultation with the work experience coordinator and the student shall complete an anonymous student evaluation form.

8. Work experience courses shall, at the discretion of the principal and coordinator, be restricted to Grade XI and XII students.

9. Any student who absents himself from work experience shall notify the employer in advance of his absence. The school work experience coordinator shall have the authority to terminate a student's work experience contract in the event of the student's persistent neglect of this courtesy.

10. Any student who goes to work experience and is inexcusably absent from any of the rest of his or her classes during a school day shall forfeit the time expended at work experience that particular day.

11. Work experience students are prohibited from taking vehicles to their work stations, except with the consent of the respective principal and superintendent of schools.

12. Work experience students whose work stations are closed on a regular school day shall be required to be present at school during this time.

13. When a student has completed the minimum 125 hours at his or her work station before the end of a term or semester, the student shall continue to work at that station during his or her regular work experience block until the official termination of that work experience course as determined by the school authorities.

APPENDIX 2

FREQUENTLY ASKED QUESTIONS AND ANSWERS

Question 1 *What staff is required to run a program?*

Answer The size of the staff is determined by the number of students in Work Experience Education. A large school system normally will require several coordinators plus clerical assistance. An individual school may have one full-time coordinator, or even a part-time coordinator, working closely with the guidance counsellors.

Question 2 *How many students should the coordinator handle?*

Answer It is generally agreed that a coordinator on a full-time basis should not exceed 70 students per semester. In a beginning program it is important that this figure be reduced.

Question 3 *Who is responsible for initiating the work stations?*

Answer The coordinator is responsible, but he should make use of the advisory committee in obtaining leads.

Question 4 *How long does each placement last?*

Answer The length of placement will vary according to the type of experience desired and the course. Work Experience 15, 25 and 35 require a minimum of 125 hours each. However, that is not to say the student must remain at one work station for that length of time. There might be some advantages in placing the student with two or three different employers during that time. If the student is merely exploring occupations and has not made up his or her mind, the student could be moved to a work station in a different occupation during the program. Students may also be moved if there is a conflict of personalities on the job, or if in the opinion of the coordinator the work station has not come up to expectations.

Question 5 *Should students be screened before placement?*

Answer School records and interviews should be used in screening applicants to determine whether or not the experience will be helpful to the student's vocational interest. Guidance counsellors may be consulted.

Question 6 *Who supervises the students in the program?*

Answer Either the employer or an employee designated by the employer will supervise the student on the job. The teacher-coordinator will also visit the student at work to supervise and consult with the student and the supervisor on the job.

Question 7 *How often should the coordinator visit the student at the work station?*

Answer A minimum of four times for Work Experience 15, 25 and 35. Once shortly after placement so that the coordinator is satisfied that there are no initial misunderstandings and that the student is satisfied with the station; twice to evaluate the work station; and a final visit and evaluation near the termination of the contract. If the program extends over a period of ten months rather than the semester, there should be a minimum of one visit per month.

Question 8 *How are students evaluated?*

Answer Rating forms should be used which are filled out by the student's supervisor on the job. The final evaluation is made by the coordinator utilizing the evaluation of the student's supervisor. The student is also required to evaluate his or her own experience.

Question 9 *What safeguards should be taken to prevent exploitation of the student?*

Answer Before a placement is made the coordinator, the student and the employer should review the job description and discuss the experiences that the student can expect to receive and perhaps a time limit for these. If during the visits the coordinator finds that the employer is not providing the kind of experiences promised, he should take the student off the job and place him or her in another work station.

Question 10 *Is it true that once a student experiences some success in a work station, he or she is apt to give up university or technical training for an immediate job?*

Answer Our experience to date has been just the opposite. Students are made aware of the need for further education and training in order to succeed, and consequently they seek further education.

Question 11 *Is there a place for gifted students in this program?*

Answer This program is of value to students of all abilities. Students have been placed with engineers, doctors and lawyers in the community who have provided the incentive for all the additional study that the student can handle.

Question 12 *Is there a place in this program for special students (physically and mentally handicapped)?*

Answer Teachers of special classes counsel, place and supervise students with special handicaps. Great care must be taken in selecting the work stations. It is recommended that their mathematics and English be based on the requirements of their job situation.

Question 13 *Do the schools offer any related courses?*

Answer The work study program, for which the student receives no additional credits, is directly related to the courses taken in school such as food preparation, automotives, and business education. Work Experience 15, 25 and 35 courses need not have directly related courses offered in the school.

Question 14 *Can a Grade XI student register for Work Experience 35 if he or she has credit in Work Experience 15 or 25?*

Answer Yes, students can take one course in each semester, or concurrently.

Question 15 *Should a student be placed in a work station with his parents or relatives?*

Answer No, you would have a father/son relationship rather than an employer/employee relationship, and students could be granted credit for work they are normally expected to do at home.

Question 16 *Are work experience students paid?*

Answer This depends on the work station, the nature of the experience the student expects, and the school board policy. Payment for services rendered is a normal part of the world of work; it is an incentive and for most occupations it is the main reason for working. The receipt of pay by students gives reality to the job. On the other hand, it can be argued that the students are already being paid in that they

receive high school credits and an opportunity to learn about a trade or profession. In the case of work study, the time may be too short for the students to reach the point where they are productive workers. In other cases, providing a work station for a student and assigning a paid employee to supervise and instruct the work of that students is, in fact, an added burden to employers in certain occupations, so that any pay by the employer would be an added imposition.

In the situation where a student has had training and experience in the school program directly related to the job, the employer often wants to pay something for the student's services. The employers are, by law, exempt from paying the minimum wage to students registered in an approved work experience program. Some school boards have a policy whereby they pay all students in work experience a nominal rate of $.50 or $1.00 an hour. If students are allowed to accept pay from employers, and there is a wide variation in the amounts paid, students tend to seek out the work stations that offer the best pay. It is the best if the board will establish a firm policy from the start and stay with it.

Question 17 *What is the minimum age level for students in Work Experience Education?*

Answer Students should be 14 years of age or older. Under that age there are severe restrictions on the occupations that students can be employed in, most of which are unsuitable for the work experience program.

Question 18 *Are parents consulted with respect to the student and the work station?*

Answer Parents must sign a consent form before the students can participate. They should also be consulted with respect to the particular work station where the student will be employed.

APPENDIX 3

TIPS FOR STUDENTS

The following information has been taken from a small vest pocket booklet prepared by the Work Experience Team of the Calgary Board of Education.

These tips will aid you to become successful in your on-the-job experience.

1. The Interview

   (a) Report for your first interview a little before the appointment.

   (b) Be clean and well groomed.

   (c) Courtesy is most important. Remain standing until you are invited to sit down.

   (d) Wait until the interviewer opens the interview.

   (e) Respond frankly. Do be sure of your capabilities, but admit any deficiencies. (You are a student employee).

   (f) Ask questions about:

      (i) your responsibilities

      (ii) hours of work

      (iii) name of employee to whom you are assigned

      (iv) any special regulations

   (g) Show interest in the company.

   (h) Express appreciation for the opportunity being offered.

2. Hours of Work

   Morning hours begin at the opening of business hours for that company and afternoon closing time will be at the business day's close, regardless of your usual school hours. *(Regulations allow you to work only between 7:00 a.m. and 6:00 p.m.)*

   Do not leave earlier than contract time states. Arrive in time to start working when business hours commence.

   Coffee breaks vary. Do not abuse the privilege.

3. Observe All Company Regulations

Be particularly careful of safety regulations when these apply. Work safely at all times.

A signed contract must be completed before you begin work. You are covered by Workers' Compensation after your contract is in effect.

If an accident should occur, there is no Workers' Compensation without a contract.

4. Errors

If you have made an error, report it to your supervisor immediately. It is a greater error to leave some problem to be resolved by a regular employee who has not been made aware of it.

5. Confidentiality

Respect the confidential nature of information that comes your way. Cause no embarrassment to another person.

Business information must remain a company matter. Do not repeat information or gossip to school mates, teachers, or other persons.

6. Attitude

Apply yourself full-time to assignments given to you. Be certain you understand assignments and directions given in each. (Don't be afraid to ask for clarification of any hazy areas of assignments.)

Observe how your job relates to those of others.

Your attitude is always showing!

7. Learn as Much as You Can

Learn as much as you can about company policy and operations in the short term experience you are allowed. Remember, you are going to report on your experience. You will also be earning a grade for your performance.

When it is convenient for your employer, ask questions. Most employers are interested in helping you.

8. Reporting Absences

You are required to report to the school and to your visiting consultant teacher if you are ill. Absences from work are serious and a "note" is not a sufficient excuse as it may be for school absences.

You are regarded as an employee during the work experience period and are considered to be a responsible adult person. Illness is the only reason for absence.

Phone your employer before you are due to start work.

9. Contract

Be sure to give your employer your contract. The employer must keep it on hand to show that you are a student-employee. Your copy is pink. Ask for it to be returned after the employer signs.

10. Time Sheets

You will receive work experience time sheets. Complete in duplicate on a daily basis.

At the end of the week ask your supervisor on the job to sign the sheets.

Return both copies to the supervising teacher for work study or work experience in your school.

11. Appreciation

Write a thank you letter to the employer. Give it to the supervising teacher for mailing. This becomes part of your work experience record and grade.

YOU'LL BE PROUD OF YOURSELF!

RECOMMENDED READINGS

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